SPRING 2009

Test Coordinator's Manual

Arizona's

TerraNova, The Second Edition
Grades 2 and 9

Test Coordinator's Name

CTB McGraw-Hill

2700026

Mc Graw Hill **CTB McGraw-Hill**

Table of Contents

Figures

Introduction

The State of Arizona will administer the *TerraNova*, *The Second Edition* Basic Battery at Grades 2 and 9. The content areas tested are reading, language arts, and mathematics. This manual has been written to help you successfully implement the testing program.

The results of the *TerraNova* achievement tests will provide useful profiles of curricular strengths and weaknesses, as well as traditional comparisons with national norms.

Important Dates for the Spring 2009 Administration of *TerraNova*

Events	Dates
Revise test materials order using the CTB/McGraw-Hill online ordering Web site at www.ctb.com/aims	January 12–27, 2009
Attend a Spring 2009 Pretest Workshop; register online at www.ade.az.gov	January 12–26, 2009
Data extract from SAIS for student bar code labels	February 6, 2009
Test materials delivered to districts	March 9–12, 2009, or March 16–19, 2009
Short-add window for additional materials requests (test materials and Test Coordinator's Kits)	March 19–24, 2009 Orders must be received by 5:00 p.m. MST on March 24
Test administration dates	1 or 2 days between March 30–April 17, 2009
CEVA pickup of **scorable** test materials for return to CTB/McGraw-Hill	April 21–24, 2009
CEVA pickup of **nonscorable** test materials for return to CTB/McGraw-Hill	April 27–30, 2009
Score reports due in district	May 29, 2009
Last day to report missing score reports to CTB/McGraw-Hill	July 2, 2009

Figure 1. Important Dates

Receipt of *TerraNova* Materials

TerraNova test materials should be received at district/charter operator sites from CTB/McGraw-Hill during the delivery window of March 9–12, 2009 or March 16–19, 2009. Test books for Grade 2, precoded slipsheets for Grade 2, precoded answer sheets for Grade 9, blank answer sheets for Grade 9, and Test Directions for Teachers for Grade 2 will be included in the shipment. Materials will be packaged by schools. For Grade 2, one set of Test Directions for Teachers will be packaged at the bottom of each stack of 25 test books. For Grade 9, use the Grade 9 test books and Test Directions for Teachers that were stored from last year's *TerraNova* administration. Verify that packages for all schools are accounted for. If materials are not received by March 19, 2009, please contact the Arizona Help Desk at CTB/McGraw-Hill for tracking information. If there are shortages, place a short-add order as directed in the Pretest Workshops.

Test Security

The State Board Rules regarding test security apply to *TerraNova*. Please see the Test Coordinator's Manual for AIMS DPA and AIMS HS for more information regarding test security. All school/district/charter operator personnel who will have access to the *TerraNova* test materials must sign a test security agreement.

Administering *TerraNova*

To ensure the correct administration of *TerraNova* and the correct handling of test materials, Test Coordinators must use this *TerraNova* Test Coordinator's Manual, the *TerraNova* Test Directions for Teachers (Level 12, Form C, for Grade 2 and Levels 19–21/22, Forms C and D, for Grade 9), and *Testing Accommodations: Guidelines for 2008–2009.*

The *TerraNova* Test Directions for Teachers must be followed exactly with the following exceptions:

- For questions regarding testing accommodations, refer to the ADE-produced document *Testing Accommodations: Guidelines for 2008–2009*, not to the documents referenced on page 5 of the test directions.

- For Grade 2, the use of scratch paper may be allowed or not allowed as determined by the district/charter operator. In either case, Grade 2 students may write directly in their test books when needed. Such writing must be in pencil and must be away from the bubbles.

- For Grade 9, the use of calculators is prohibited on all parts of *TerraNova.* Please mark out the references to the use of calculators on pages 1 and 18 of the Grade 9 test directions.

- Arizona does not permit the invalidation of tests by classroom teachers. Arizona does not permit test invalidation for many of the situations mentioned in the test directions. Please mark out the references to test invalidation in the test directions on pages 5 and 75 of the Grade 2 test directions and on pages 5 and 41 of the Grade 9 test directions. All possible test invalidation situations must be brought to the attention of the district/charter operator Test Coordinator. The Test Coordinator must present all possible test invalidation situations to the ADE State Test Coordinator for guidance.

- It is not necessary to alphabetize the Grade 2 test books or the Grade 9 answer sheets beneath the GIS, as instructed on page 76 of the Grade 2 test directions and on page 42 of the Grade 9 test directions.

Administration Dates and Times

TerraNova for Grade 2 is to be administered over two days between March 30 and April 17, 2009. *TerraNova* for Grade 9 is to be administered over one or two days between March 30 and April 17, 2009. Make-up testing is to be completed as needed within the testing window of March 30 through April 17, 2009.

See the chart on the next page for the times required to administer the tests.

For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions.

Grade 2, Level 12

Activity/Test	Testing Time
☐ Fill in Student-Identifying Information	
☐ Reading and Language Arts, Part 1	41 minutes
Break	
☐ Reading and Language Arts, Part 2	34 minutes
☐ Mathematics, Part 1	30 minutes
Break	
☐ Mathematics, Part 2	30 minutes

Grade 9, Level 19

Activity/Test	Testing Time
☐ Fill in Student-Identifying Information	
☐ Reading and Language Arts, Part 1	50 minutes
Break	
☐ Reading and Language Arts, Part 2	50 minutes
☐ Mathematics, Part 1	15 minutes
Break	
☐ Mathematics, Part 2	55 minutes

NOTE: Tests should be administered according to the specific directions. However, it is permissible to change the order of the tests.

Returning Materials for Processing

Scorable test materials are to be returned to CTB/McGraw-Hill between April 21–24, 2009. Nonscorable test materials are to be returned to CTB/McGraw-Hill between April 27–30, 2009. Follow the guidelines in this manual and the guidelines provided in the Pretest Workshop for correct packaging of test materials.

The failure to return materials to CTB/McGraw-Hill within the designated time frame will result in "late receipt" scoring fees for districts/charter operators.

To avoid confusion, it is critical that the entity identification numbers be entered on the following forms:

- Group Information Sheet—Precoded Group Information Sheets (GISs) will contain this information in columns A through L of the Special Codes field. Blank GISs will require teachers to bubble in the 12-digit entity identification number.
- School/Group List—Precoded School/Group Lists (SGLs) will contain district/charter operator and school names and entity numbers. Blank SGLs will require the Test Coordinator to write the abbreviated school name in the School Name field and the school code in the School Number field.

Check that all packages are correctly identified by school name and number and are sealed securely. Verify that all packages from each school have been received and that all schools are accounted for.

Packages **delivered** by schools to the district/charter operator office should be ready for shipping to CTB/McGraw-Hill. Please check that all packages are properly addressed (on CTB/McGraw-Hill labels) and include the district/charter operator name and number.

CEVA will be your return freight carrier. Refer to the schedule provided at the Pretest Workshop to determine the date of each CEVA pickup for your district/charter operator.

CEVA is unable to schedule pickups at specific times on the designated pickup dates. **If a site does not have its materials ready for return when the CEVA driver arrives on the scheduled date, the site will be required to pay for a second CEVA pickup.**

Reports

After the tests have been scored by CTB/McGraw-Hill, your school will receive the following score reports:

☐ **Group List Report** (Alphabetical List Report)—contains derived norm scores for each student for each test section taken. The report is organized by class or group as designated by the Group Information Sheet.

☐ **Group List Summary**—summarizes group results for each section of the test taken. Organized by class, school, and district/charter operator.

☐ **Home Report**—contains national percentiles and text to guide the parent in the interpretation of scores.

☐ **Individual Profile Report**—reports test scores for each student for each test section.

☐ **Objectives Performance Report**—shows each student's mastery of the objectives measured by the test sections and summarizes the performance of the group.

Reports will be delivered to districts/charter operators. Upon receipt, please inventory all reports for all classes. Report any discrepancies to the CTB/McGraw-Hill Arizona Help Desk. The delivery date for score reports is May 29, 2009. Exceptions to this delivery date reflect materials received or classified as late receipts. Late receipt reports will arrive along a different time line.

Test Coordinator's Checklist

Preparation for Testing

☐ Inventory test materials immediately.

☐ If additional test materials are needed, submit a short-add order as directed in the Pretest Workshop.

☐ Save boxes in which materials were sent, and reuse them to return answer documents to your district/charter operator office.

☐ Review this manual and the Test Directions for Teachers for your tests and level.

☐ Conduct a workshop with teachers to help familiarize them with the Test Directions for Teachers for all tests and levels, as well as with the Examiner's Checklists on pages 19 and 20 of this manual.

☐ Make sure all visual aids displayed in the testing rooms that could assist students while testing are removed or covered completely.

☐ Copy and distribute the Examiner's Checklists on pages 19 and 20 of this manual for activities to be completed before, during, and after testing.

☐ Check materials.

Materials

☐ No. 2 pencils and scratch paper for each student

☐ One *TerraNova, The Second Edition* Basic Battery test book for each student in Grades 2 and 9

☐ One precoded Student Information Form for each student in Grade 2 (if available)

☐ One *TerraNova, The Second Edition* CAT Complete Battery Plus answer sheet for each student in Grade 9* (if available, use precoded answer sheets)

☐ One *TerraNova, The Second Edition* Test Directions for Teachers for each classroom teacher in Grades 2 and 9

☐ One Group Information Sheet for each classroom teacher

☐ One School/Group List for each school

*Please note that students will be marking their answers to the Reading and Language Arts and the Mathematics tests only; they should not make any marks on the other test sections on the answer sheet.

Test Coordinator's Manual

Preparation for Scoring

☐ Separate all reusable Grade 9 test books and unused Grade 2 test books from the completed Grade 9 answer documents and Grade 2 test books.

☐ Collect completed, machine-scorable documents (Grade 2 test books and CAT Complete Battery Plus answer sheets for Grade 9) and Student Information Forms (SIFs). ("Completed" means that answers to all or part of the tests have been recorded on the answer document by the student and all biographical data have been entered correctly.)

☐ Check to be sure that answer documents and SIFs are in good order:

- It is important that they be coded properly. ("Coded" means that the circles for identifying data and item responses are darkened completely.)

- They should be clean and neat (flat, unbent, and free of doodles and heavy smudges).

☐ Insert each Grade 2 student's SIF into the appropriate Grade 2 test book behind the front cover.

☐ Ensure that the answer documents for each class are stacked and banded securely. All stacks for a class should be covered by a stack card with all required information filled out and should be numbered sequentially—"1 of 3," "2 of 3," etc. The first stack for each class should also have a precoded Group Information Sheet under the stack card.

☐ Complete the School/Group List (see Figure 2 below) for your shipment. An entry for each Group Information Sheet should appear on the School/Group List.

A Precoded

B Precoded

C Precoded

D Print the contact person's name, email address, and phone number.

E Print the teacher's name and grade exactly as shown on the corresponding Group Information Sheet. (See page 17.)

F Print the number of documents returned for scoring for each group.

G Use only if needed; there is no need to specify Special Education or Accommodation, Braille, or Large Print Groups.

Figure 2. Sample School/Group List

Preparation for Shipping Scorable Documents

☐ Scorable documents include used Grade 2 test books and used Grade 9 CAT Complete Battery Plus answer sheets.

☐ For the return shipment of the answer documents, use the boxes in which the test materials arrived. Remove any previous markings and labels from the boxes.

place scorable documents in box(es)
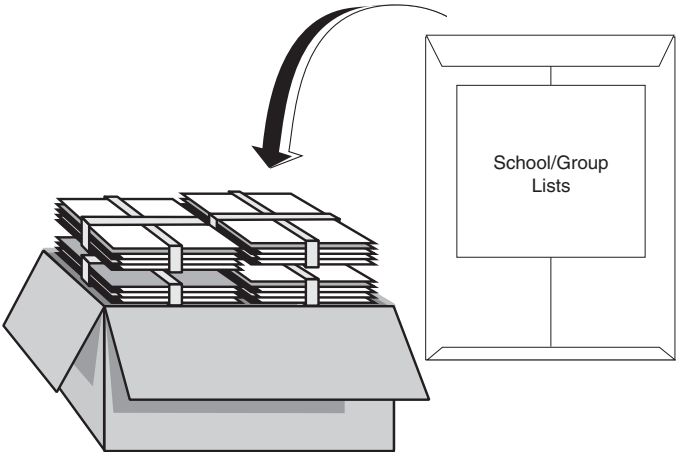
☐ Place stacks of answer documents in the box(es), keeping all groups in the same grade together as you pack. Place all completed School/Group Lists in the School/Group Lists envelope and place the envelope on top in box No. 1.

School/Group Lists

seal box(es) securely

☐ Seal the box(es) securely.

place identifying data on labels

☐ Complete the identifying data on the purple CTB/McGraw-Hill scorable shipping label(s), and affix one label on the side of each box that contains answer documents to be scored. Complete the "School: Box ____ of ____" and the "Dist: Box ___ of ___" sections of the label. Number *TerraNova* scorables boxes separately from AIMS scorables boxes.

| S | ARIZONA AIMS TERRANOVA
(GR 2 AND 9 ONLY)
SPRING 2009 SCORABLES | AZ |

From:
DIST: **District Name**   DIST # **0123**
SCH: **School Name**   SCH # **4567**

To: CTB/McGraw-Hill   Site: 1   Ph: (888) 630-9145

Dist: Box _____ of _____   School: Box _____ of _____

CTB USE ONLY - DO NOT COVER THIS LABEL

13P-M012133001-0123-4567-0003
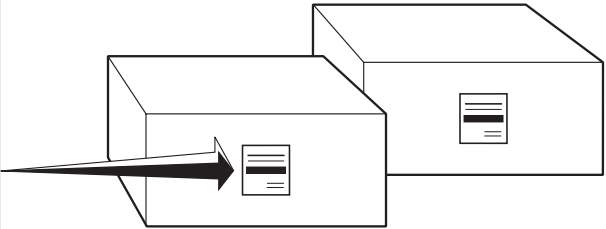
Preparation for Shipping Nonscorable Materials

☐ Nonscorable items include unused precoded Grade 2 Student Information Sheets (SIFs), unused precoded Grade 9 answer sheets, and *TerraNova* Test Coordinator's Manuals. Grade 2 Test Directions for Teachers may be returned with the nonscorable materials or retained for use next year.

Materials to be retained for use next year include unused Grade 2 *TerraNova* test books, unused blank Grade 9 answer sheets, all Grade 9 *TerraNova* test books, and all Grade 9 Test Directions for Teachers. Retained materials must be kept in locked storage.

☐ For the return shipment of nonscorable materials, use the boxes in which the test materials arrived. Remove any previous markings and labels from the boxes.

place materials in box(es)   ☐ Place nonscorable materials in the box(es).

seal box(es) securely   ☐ Seal the box(es) securely.

place identifying data on labels   ☐ Complete the identifying data on the green CTB/McGraw-Hill nonscorable shipping label(s), and affix one label on the side of each box that contains nonscorable materials. Be sure to indicate the number of nonscorable boxes from your school.

| U | ARIZONA AIMS
NONSCORABLES
SPRING 2009 | AZ |

From:
DIST: **District Name**   DIST # **0123**
SCH: **School Name**   SCH # **4567**

To: CTB/McGraw-Hill   Site: 1   Ph: (888) 630-9145

Dist: Box _____ of _____ School: Box _____ of _____

CTB USE ONLY - DO NOT COVER THIS LABEL

13G-M012133001-0123-4567-0003
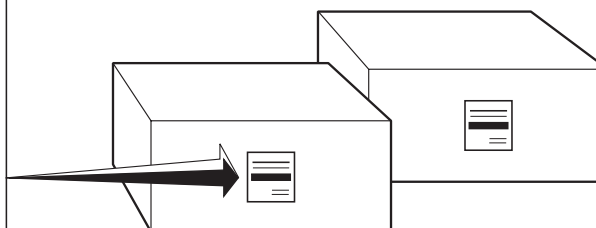
Inventory and Storage of Retained Materials

1 Collect the following materials to be retained for use next year: unused Grade 2 *TerraNova* test books, unused blank Grade 9 answer sheets, all Grade 9 *TerraNova* test books, and all Grade 9 Test Directions for Teachers.

2 Inventory the number of each type of material.

3 Pack materials in sturdy boxes and store in a locked facility until they are needed for a future test administration.

Preparing Documents for Scoring

Below is a list of steps that each teacher or examiner must follow in order to prepare answer documents for machine-scoring. If students have taken Large Print or Braille versions of the tests, transfer their answers to standard editions of the Grade 2 test book and/or the Grade 9 answer sheet.

step 1

Verification or Completion of Student-Identifying Information

If your school received precoded Student Information Forms (SIFs) for Grade 2 and/or precoded answer sheets for Grade 9, be sure that each student's information is correct before returning the forms for machine-scoring. Fill in the School, Teacher, and District sections in the lower left-hand corner of the form. Place each student's precoded SIF (see example below) in the appropriate Grade 2 test book behind the front cover. If a student has no precoded SIF or answer sheet, please follow the directions on pages 12 through 15 to enter the student-identification information by hand on either the Grade 2 test book or a blank answer sheet for Grade 9.

Incomplete information often accounts for the greatest delay in the scoring process.

Figure 3. Precoded Student Information Form for Grade 2

Follow the directions below for completing the Student-Identifying Information Grid on the inside front cover of the Grade 2 test book for students without a precoded SIF.

Grade 2, Level 12

Please see the corresponding letters on the sample form (Figure 4 on the next page).

A Print the student's name in the blocks below the words STUDENT'S NAME. Darken the corresponding circle below each letter in the name grid. If the letter block is blank, fill in the empty circle at the top of the column under that letter space.

B Print the teacher's name.

C Print the school name.

D Print the district name.

E Print the month, day, and year of the student's birth. Darken the corresponding circles. If the day of birth is a single digit, fill in the ZERO circle in the left-hand column under DAY.

F Darken the circle that identifies the student's gender.

G Darken the circle for the appropriate grade level.

H Fill in the student's SAIS number in the ID number grid using right-justification.

Leave the Special Codes section blank.

Section AA: If the student is a Special Education student, darken the circle for IEP. If the student has a 504 accommodation plan, darken the circle for 504. If the student is an English Learner (LEP or FEP year 1 or year 2), darken the circle for LEP/ELL.

Do not fill in Section AA until after testing.

Fill in the student information on the back cover of each test book.

Section BB: **Do not make any marks in this section.**

Acknowledgment lines for permissionable material contained herein are listed on the inside back cover of this book.

Copyright © 2009 by Arizona Department of Education

Follow the directions below for completing the Student-Identifying Information Grid for students without a precoded Grade 9 answer sheet.

Grade 9, Level 19

Please see the corresponding letters on the sample form (Figure 5 on the next page).

A Print the student's name in the blocks below the words STUDENT'S NAME. Darken the corresponding circle below each letter in the name grid. If the letter block is blank, fill in the empty circle at the top of the column under that letter space.

B Print the teacher's name.

C Print the school name.

D Print the district name.

E Print the month, day, and year of the student's birth. Darken the corresponding circles. If the day of birth is a single digit, fill in the ZERO circle in the left-hand column under DAY.

F Darken the circle that identifies the student's gender.

G Darken the circle for the appropriate grade level.

H Darken the circles for CAT Level 19 and Form C.

I Fill in the student's SAIS number in the ID number grid using right-justification.

Leave the Special Codes and InView LEVEL sections blank.

Section AA: If the student is a Special Education student, darken the circle for IEP. If the student has a 504 accommodation plan, darken the circle for 504. If the student is an English Learner (LEP or FEP year 1 or year 2), darken the circle for LEP/ELL.

NOTE: Do not fill in Section AA until after testing.

Section BB: **Do not make any marks in this section.**

Figure 5. Sample TerraNova, The Second Edition
CAT Complete Battery Plus Answer Sheet

step 2 · Checking the Physical Condition of the Answer Documents

The condition of the answer documents (Grade 2 test books and Grade 9 answer sheets) affects the processing speed as well as the accuracy of the results.

☐ Be sure the answer documents are free of bent corners, folds, paper clips, staples, and tape. (If an answer document is damaged, transfer the student's biographical information and answers to a new answer document.)

☐ Be sure that the only marks on the answer documents are responses and identification data.

☐ Completely erase rejected responses and stray or extraneous marks with a soft eraser that does not damage the paper.

☐ Be sure that you have all answer documents accounted for. (See page 18.)

step 3 · Completing the Precoded Group Information Sheet (GIS)*

Precoded Group Information Sheets have been provided for each school. The following information has been precoded on these Group Information Sheets:

- School Name

- Grade

- Organization Name

- District Name

- SO #

- State Name

- Org-TP

- Preassigned Entity Identification Number in columns A through L of the Special Codes field

Please see the corresponding numbers on the sample precoded Group Information Sheet (Figure 6 on the next page).

1   Write the test administrator's/teacher's name and fill in the appropriate circle under each letter.

2   Write and bubble in the number of students tested. Be sure this number corresponds to the number of answer documents being sent for scoring.

 * If using a blank GIS, be sure to copy all precoded information from another GIS from the same school **very** carefully.

Figure 6. Sample Precoded Group Information Sheet

step 4   Assembling Materials

☐ Place the completed Group Information Sheet (GIS) on top of your group of answer documents.

☐ Review the Examiner's Checklists on pages 19 and 20 of this manual to be sure all tasks have been completed.

☐ Fill out a stack card with the information required and place the card on top of the GIS. Bind the stack of answer documents securely with the paper bands. Start with the adhesive end on top, sticky side up. Wrap one band around the stack horizontally and one band vertically.

☐ If more than one stack is needed for your group, place a stack card with the information filled out on each stack and label the stack cards "1 of 3," "2 of 3," and so on.

☐ Return all completed answer documents to your Test Coordinator for return to CTB/McGraw-Hill for scoring.

☐ Return all unused and reusable testing materials to your Test Coordinator.
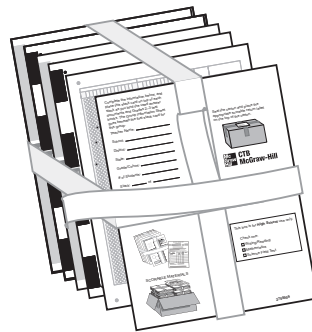
Answer documents are grouped by grade. Place a GIS on top of each group and a stack card on top of the GIS.

Figure 7. Organizing Test Answer Documents

Examiner's Checklists

Before Testing

☐ Announce the test dates in advance. Prepare students by explaining the purpose of the test.

☐ Remove or cover completely all visual aids displayed in the testing room that could assist students while testing.

☐ Read the Test Directions for Teachers and become thoroughly familiar with them.

☐ Prepare the testing schedule. Pace the schedule so that you avoid rushed sessions and fatigue.

☐ Gather your materials:

- No. 2 pencils with erasers (at least two per student)
- a sufficient number of test books (one per student)
- a sufficient number of answer sheets (one per student)
- appropriate Test Directions (one per teacher)
- Group Information Sheet (one per teacher), stack cards, and paper bands
- a "Testing—Do Not Disturb" sign
- a watch or clock with second hand (a stopwatch is recommended)
- scratch paper (one or two sheets per student)

☐ If students require assistance to complete the student-identifying information, draw a model of the answer document on the board to guide them.

☐ If students are not able to complete the student-identifying information, complete all the information, including correct birth dates, on the answer documents prior to distributing them.

During Testing

☐ Prepare a quiet environment with proper lighting and good ventilation.

☐ Plan an organized method of distributing and collecting test materials.

☐ Have extra No. 2 pencils and scratch paper available in an accessible place.

☐ Have your Test Directions for Teachers open and ready.

☐ Be sure that each student has

- two No. 2 pencils;
- erasers;
- scratch paper; and
- the appropriate *TerraNova* machine-scorable test book (Grade 2) or answer sheet and reusable test book (Grade 9).

☐ Place the "Testing—Do Not Disturb" sign outside the closed door of the testing room.

☐ Have students complete the student-identifying information, if necessary. Explain the model of the answer document that is on the board while guiding students in the completion of the forms. If necessary, the teacher should complete this information for students who are incapable of performing this task.

☐ Review the rules for using machine-scorable documents:

- Marks must be made in pencil.

- Marks must be dark and circles must be filled in completely.

- Erasures must be clean; there should be no extraneous marks.

☐ Administer the test as directed in the Test Directions for Teachers.

☐ Make sure students are marking the correct place on the answer document.

☐ Observe all stop and start commands and time limits.

After Testing

☐ Collect all answer documents.

☐ Check the condition of the answer documents to be sure

- answer documents are flat, straight, and free of bent corners, folds, paper clips, staples, and tape (if an answer document is damaged, transfer the student's biographical information and answers to a new answer document);

- marks are dark and circles are filled in completely;

- there are no accidental or extraneous marks;

- erasures are clean;

- student-identifying information is filled in completely and correctly; and

- answers on used Large Print and Braille answer documents are transferred to standard answer documents.

☐ Complete the **Group Information Sheet** by

- entering the teacher's name;

- entering the number of students tested (this is the number of students whose answer documents are in the group being identified); and

- making sure all other appropriate fields are filled in.

☐ Place your completed Group Information Sheet on top of the first stack of answer documents for each group you are submitting for scoring.

☐ Place stack cards on each stack of answer documents and bind the stacks with paper bands.

☐ Return all completed answer documents to your Test Coordinator.

☐ **Separately** assemble all reusable and unused test materials in boxes, and return them to the Test Coordinator or principal for storage.

Appendix A. Customer Checklist

Before Contacting the CTB/McGraw-Hill Arizona Help Desk

Having the necessary information prepared will help us answer your questions quickly and accurately. When you contact the help desk, please have the following school information available:

☐ School name

☐ Entity number (district and school)

☐ Contact person's name

☐ Contact person's phone number

☐ Contact person's fax number

☐ The category of help you need:

- Materials shortages

- Shipping information

- Returning answer documents to CTB/McGraw-Hill

- Explanation of scores and score reports

- Status of reports

Test Materials

If you have questions regarding test materials, please provide the following additional information:

☐ Materials title

☐ Materials code number

☐ Grade level

☐ Quantity needed

Score Reports

If you have questions regarding score reports, please provide the following additional information:

☐ Report title

☐ Group or class name

☐ Grade level

Arizona Help Desk at CTB/McGraw-Hill
Phone: 1-888-630-9145
Email: ArizonaHelpDesk@ctb.com

NOTES

NOTES

NOTES

NOTES

NOTES

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703
www.ctb.com

CTB
McGraw-Hill